

VISIT...

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Tutor Teaching Tips

Bats (O)

MATERIALS

Graphic organizer

Leveled reader

Before Reading 3–5 minutes

BUILD BACKGROUND: Ask: *Have you ever seen a bat? Where? When?* Have the child write what he/she knows about bats in the first column of the graphic organizer.

PREVIEW THE BOOK: Show the child the front and back covers of the book, and read the title. Ask: *What do you think this book is about?* Ask the child what he/she would like to find out about bats and write this in the middle column on the graphic organizer.

Open the book to the table of contents and read the chapter titles. Ask: *Which chapter(s) might have the answers to your questions?*

Help the child pronounce the words in the glossary. Discuss their meanings. Explain that the prefixes *mega* (large) and *micro* (small) add another meaning to the word *bats*.

Look at each picture in the book and ask the child what he/she sees. Point out the boxes titled “Do You Know?” Explain that these tell interesting facts about bats.

During Reading 10–15 minutes

Ask the child to read pages 4–11 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading 10–15 minutes

RETELL: Ask the child what he/she learned about bats from reading pages 4–11. If necessary, prompt by asking: *What else did you learn?*

GRAPHIC ORGANIZER: Ask the child to circle any questions on the graphic organizer that were answered on pages 4–11. Have the child write what he/she learned about bats in the third column on the graphic organizer. If the child has difficulty, help him/her find the information in the book and read it aloud.

CRITICAL THINKING: Ask the child if his/her opinion of bats has changed, and why or why not.

VOCABULARY GAME: Review each of the prefixes and their meanings by reading the cards with the child. Spread the game cards face up on the table with the prefix cards on one side and the word cards on the other side. Ask the child to make as many words as possible by combining the prefix cards and the word cards. Have the child write the words he/she makes on paper and then use them in oral sentences.

Home Connection

Have the child finish reading the book at home. Give him/her another copy of the graphic organizer to complete for the rest of the book.

Graphic organizer

Game cards

Leveled Reader;
Graphic organizer



K (Know Already)	W (Want to Know)	L (Learned from Reading)

INSTRUCTIONS: Have the child fill in the first two columns of the chart before reading the book. After reading pages 4–11, have the child write what he/she learned about bats in the third column.



over

(too much)

un

(not; opposite of)

re

(again)

mis

(wrongly)

pre

(before)

place

use

do

read

heat

load

plan

order

turn

dress

act